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AUTHOR	Purl, Mabel C.; Curtis, Jonathan
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ABSTRACT

This study examines the possible psychological effects of the Third Culture Curriculum at Emerson School (Riverside, California). Instruments presumed to measure "anxiety," "perception of others' attitude toward self," "self-attitude," "adjustment," and "racial attitudes" for this longitudinal study were used in obtaining scores from the same children in the first and third grades. A random sample of children from the Riverside School Study controlled for grade, sex, and ethnicity was used as a comparison to a randomly selected Emerscn group. This was done to provide a base from which to view the Third Culture Curriculum effects at Emerson. Such a sampling procedure inherently carries with it the likelihood of confounding effects. Ihus, any difference between Emerson and Riverside School Study pupils cn the measures of interest may be due to the Third Culture Curriculum, other factors associated with school and home, or to an interaction of these factors. It is known, for instance, that Emerson School differs from the Riverside School Study sample in their teachers, their administration, their class structures, their rankings as to the socioeconomic status of their clientele, their proportions of student body racial representation, their geographical locations, and pcssibly other pertinent characteristics. Thus, any conclusions drawn as to the effect of the Third Culture Curriculum are tentative and need substantiation in further studies in other settings. (Author/JW)

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A LONGITUDINAL STUDY OF THE THIRD CULTURE CURRICULUM AT EMERSON ELEMENTARY SCHOOL

McAteer Project M9-14

Submitted by:

MABEL C. PURL, Ph.D.
Director
Research and Evaluation

Assisted by:

JONATHAN CURTIS
Research Assistant

E. RAY BERRY
Superintendent

UD011370

RIVERSIDE UNIFIED SCHOOL DISTRICT
Riverside, California

DEPARTMENT OF RESEARCH AND EVALUATION
September, 1970

Abstract
of

A LONGITUDINAL STUDY OF THE THIRD CULTURE CURRICULUM AT EMERSON ELEMENTARY SCHOOL

This study[1] examines five basic questions associated with the possible effects of the Third Culture Curriculum at Emerson School. What effect, if any, did the Third Culture Curriculum at Emerson have on (1) "anxiety," (2) "perceived attitude of others toward self," (3) "self-attitude," (4) "adjustment," (5) "racial attitudes," and (6) "student behavior as perceived by their teachers." Differences associated with sex and ethnicity are also examined.

Appropriate to question 1, we find:

From first to third grades "general anxiety" in children at Emerson decreased while "general anxiety" in the Riverside School Study children increased.

Appropriate to question 2, we find:

Emerson children reported more positive "perceptions of others' attitude toward self" than did the children of the Riverside School Study.

Appropriate to question 3, we find:

Emerson children reported more positive "self-attitudes" than did the children of the Riverside School Study.

Appropriate to question 4, we find:

No significant differences associated with "adjustment" were noted.

Appropriate to question 5, we find:

The rankings of Emerson children were less dependent upon race than those of the Riverside School Study children on the "kindness" of Negro and Anglo male pictures and Mexican-American female pictures. The rankings of Emerson children were also less dependent upon race than those of the Riverside School Study children on the "happiness" of Mexican-American, Negro and Anglo male pictures. However, the

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[1]Funds for this project were granted by the Office of Compensatory Education, California State Department of Education, under provisions of the McAteer Act.

rankings of the Negro female pictures as to "kindness" were less dependent upon race for the children of the Riverside School Study than were the rankings of the Emerson children. No significant differences were detected in the responses of the Emerson and Riverside School Study children as to the "kindness" of the Anglo female pictures and the Mexican-American male pictures. This was also true for the responses as to "happiness" for the female Negro, Mexican-American, and Anglo pictures.

Appropriate to question 6, we find:

Emerson students were characterized by their teachers as (1) more "achievement oriented," (2) less "anxious" and (3) more "attentive" than were Riverside School Study students.

A LONGITUDINAL STUDY OF THE THIRD CULTURE CURRICULUM AT EMERSON ELEMENTARY SCHOOL

Introduction

This study[1] is an exploration of possible effects of the Third Culture Curriculum as developed and implemented at Emerson Elementary School. Instruments presumed to measure "anxiety," "perception of others' attitude toward self," "self-attitude," "adjustment" and "racial attitudes" for this longitudinal study were used in obtaining scores from the same children in the first and third grades. A random sample of children from the Riverside School Study controlled for grade, sex and ethnicity was used as a comparison to a randomly selected Emerson group. This was done to provide a base from which to view the Third Culture Curriculum effects at Emerson. Such a sampling procedure inherently carries with it the likelihood of confounding effects. Thus, any difference between Emerson and Riverside School Study pupils on the measures of interest may be due to the Third Culture Curriculum, other factors associated with school and home or to an interaction of these factors. We know, for instance, that Emerson School differs from the Riverside School Study sample in their teachers, their administration, their class structures, their rankings as to the socioeconomic status of their clientele, their proportions of student body racial representation, their geographical locations and possibly other pertinent characteristics. Thus, any conclusions drawn as to the effect of the Third Culture Curriculum are tentative and need substantiation in further studies in other settings.

Description

The Third Culture Curriculum is an attempt to better interracial understandings in elementary school settings through a curriculum project aimed at sensitizing children to other cultures. Under this approach, teachers and children enter into an in-depth study of a culture (such as Indian) that is different from any culture or ethnic group represented in the classroom. The emphasis is upon the role of the child as he advances toward adulthood. Such a study provides an opportunity to understand better one's own cultural background and society as it is compared to the structures, attitudes, and problems of other societies. For the disadvantaged child who has had little

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experience or interest in middle class oriented social studies units, such as the home or the community, there are obvious advantages to a high interest neutral-ground course of study.

Analytical Results

The specific questions of interest and the analytical results follow.

1. What effect, if any, did the Third Culture Curriculum have on "general anxiety" of the Emerson pupils? Did the effect increase with time?

The "general anxiety" measure derived from Sarason[1] consisted of fifteen dichotomous items with yes and no choice possibilities. The individual mean of negative choices was used as an indicator of the extent of pupil anxiety.

Emerson and Riverside School Study first grade children did not differ significantly in "general anxiety" on the Spring, 1967 measurement. The mean scores did, however, favor the Emerson group, and at the remeasurement of these pupils in 1969, the difference was significant (.10). The interesting fact is that "general anxiety" in pupils at Emerson decreased over this period of time while it increased in the Riverside School Study pupils.

2. What effect, if any, did the Third Culture Curriculum have on "school anxiety" of Emerson pupils? Did the effect increase with time?

The "school anxiety" measure was also derived from Sarason, and was used in the same manner in which the "general anxiety" measure was used.

The combined mean (1967 and 1969) "school anxiety" scores favored the Emerson group, but the difference was not significant. "School anxiety" significantly increased (.10) from the first grade measurement in 1967 to the third grade 1969 measurement for both Emerson and Riverside School Study pupils. The rate of increase for the two populations did not significantly differ.

3. What effect, if any, did the Third Culture Curriculum have on the "perception of others' attitude toward self" of Emerson pupils? Did the effect increase with time?

The "perception of others' attitude toward self" measure was derived from various standard personality measurement instruments such as those of

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[1] S. Sarason, Anxiety in Elementary School Children (New York: Wiley, 1960).

Cattell[1] and Edwards[2]. The measure consisted of fifteen items with yes and no choice possibilities. The individual mean of positive responses was used as a measure of the extent to which an individual felt he was held in the esteem of others.

The Emerson pupils held significantly (.025) more positive perceptions of others' attitude toward self than did the pupils of the Riverside School Study. While more positive perceptions (α =.10) were reported in the third grade measurement than in the first grade measurement, there was no significant difference in the rate of change of Emerson and Riverside School Study pupils.

4. What effect, if any, did the Third Culture Curriculum have on "self-attitude" of Emerson pupils? Did the effect increase with time?

The "self-attitude" measure was also derived from standard personality measurement instruments such as Cattell and Edwards and was used in the same manner as the "others' attitude" measure. A considerably more positive set of responses ($p<.001$) was reported by the Emerson pupils than by the Riverside School Study children. The first and third grade measurements were not significantly different for either the Emerson or the Riverside School Study group.

5. What effect, if any, did the Third Culture Curriculum have on the "adjustment" of Emerson pupils?

The "adjustment" measure developed by Bower and Lambert[3] consisted of sixty-six pictures illustrative of normal home and school relationships and events. With the exception of the two sample cards and the first ten pictures, each picture was emotionally neutral. After examining the two sample cards, one obviously a "happy" situation and the other obviously a "sad" situation, the child was instructed to sort the cards into a "happy" and a "sad" pile.

The first ten pictures were obviously "happy" or obviously "sad" situation stereotypes. These pictures were included to check the child's understanding of the sorting task. If the first ten pictures were sorted correctly,

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[1]R. B. Cattell, The Scientific Analysis of Personality (Baltimore, Md.: Penguin Books, 1965).

[2]Allen L. Edwards, Edwards Personal Preference Scale (New York: Psychological Corporation, 1953).

[3]E. M. Bower and N. M. Lambert, Review of Research on Screening Emotionally Handicapped Children in School. Studies completed under Senate Bill 62 of the 1957 California State Department of Education, Research Project--"Education of Emotionally Disturbed Children."

it was assumed the child understood what was to be done. The adjustment score was simply the number of the fifty-four neutral cards the child classified as happy.

The analysis indicated no significant differences of any sort. All of the means examined, whether by sex, ethnicity, year of measurement, grade level or origin of the sample (Emerson or Riverside School Study), were amazingly close to that expected on the basis of a random sort. This suggests that the measure is rather poor at differentiating between groups of interest to this study.

6. What effect, if any, did the Third Culture Curriculum have on "racial attitudes" of Emerson pupils?

Seven measures from the Riverside School Study Ethnic Pictures have been used in this investigation. In obtaining these measures, the child was shown a set of six color photographs of elementary school boys--two Mexicans, two Negroes and two Anglos. He was asked to select the kindest, the next kindest, and so on, until he had ranked all of the pictures as to kindness. The pictures were than ranked as to happiest, strongest, fastest, and best grades. After the male pictures were ranked, the child was asked to rank photographs of elementary girls in the same manner. Next he was shown the pictures of his own sex again and asked to select the one most like himself, the one he would most like to be, and the one he would most like for a friend. The rankings by strength, fastness, and best grades were not used in this report as it was felt they did not measure underlying attitudes of interest to the study.

If all the children in this study were "color blind," they would be expected to rank the ethnic pictures according to their individual preferences without regard to "color." In such a situation the pictures associated with one ethnic group would be expected to receive no more positive responses than another. If this were indeed the case no significant differences would be expected among the responses of different groups. If significant differences were found, then there would be good reason to suspect that the children of at least one of the groups in the comparison were not "color blind." The means of the responses and the associated standard deviations would suggest the extent to which this was true.

If the Third Culture Curriculum is a significant force in producing more positive racial attitudes, an overall difference between "racial attitudes" of Riverside School Study children and Emerson children might be expected. Furthermore, the responses of the Emerson children might be expected to approach the mean expected from random rankings at a faster rate than the responses of the Riverside School Study children.

The responses[1] as to the kindness of the Black male pictures indicated

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[1]Responses to the ethnic pictures were also examined in an earlier study, "A Look at Combination Class Effects at Emerson Elementary School"; however, only Emerson data were used.

that Emerson children perceived the Black male pictures as "kinder" ($p < .10$) than did the children of the Riverside School Study. It should be noted, however, that both groups rated the Black male pictures as "less kind" than would have been expected from random rankings. In addition, the ratings of Black male pictures improved significantly ($p < .02$) for both groups at approximately the same rate from the first grade measurement to the third grade measurement.

The responses as to the happiness of the Black male pictures showed that Emerson pupils perceived the Black male pictures as "happier" ($p < .03$) than did the pupils of the Riverside School Study. This difference increased significantly ($p < .02$) from the first to the third grade measurements. Nevertheless, both Emerson and Riverside School Study children responded in a more positive manner in the third grade than they did in the first grade ($p < .001$).

It appears as though Emerson children have more positive perceptions of Blacks than do the children of the Riverside School Study; however, this image is reversed when the responses to the Black female pictures are considered. The Riverside School Study children held more positive perceptions of the Black female pictures than did the Emerson children on the "kindness" scale ($p < .05$).

On the "happiness" scale, the difference also favored the Riverside School Study children, although this difference was not significant. Positive perceptions on the "kindness" measure increased at approximately the same rate from first to third grade for both Blacks and Whites of the Riverside School Study and for the Blacks of Emerson. During this time period, however, the positive responses of Emerson Whites toward the Black female pictures decreased ($p < .03$).

Emerson children, on the average, ranked the White male pictures as to "kindness" ($p < .01$) and "happiness" (.005) nearer the mean expected from random ratings than did the children of the Riverside School Study. Thus, rankings of the White male pictures were less dependent on race for the Emerson children than for the Riverside School Study children. The means for both groups were closer to the random mean in the third grade measurement than they were in the first grade ("kindness," $p < .005$; "happiness," $p < .0005$); however, the rate of change for Emerson children was much greater ("kindness," $p < .075$; "happiness," $p < .001$).

The Riverside School Study children ranked the White female pictures near the random mean as to "happiness" in the first grade but moved away from that mean toward the "most kind" ranking at the third grade level. On the other hand Emerson children ranked the White female pictures toward the "most kind" ranking in the first grade but much closer to the mean expected from random ratings in the third grade ($p < .10$). Thus, the trend of responses to the White female pictures at Emerson is towards less dependence upon race while the trend is towards greater dependence upon race for responses of the Riverside School Study children. No differences were detected between the Riverside School Study children and the Emerson children as to the "kindness" rankings of the White female pictures.

The Brown[1] male pictures were perceived by Emerson first graders as "less kind" than would have been expected from chance rankings. These same children as third graders ranked these pictures very near the chance mean. The Riverside School Study children responded in an opposite manner. Their first grade rankings were near the chance mean, but their third grade rankings indicated they perceived the Brown male pictures as "less kind" than would have been expected from random rankings ($p < .05$). The "happiness" rankings of the Brown male pictures indicated that first grade Emerson and the Riverside School Study children perceived these pictures as less "happy" than would have been expected by chance. The rankings of the Riverside School Study children had changed little by the third grade, but the Emerson children perceived these pictures as "happier" than would have been expected from chance rankings ($p < .001$). Again the trend of responses to the Brown male pictures is towards less dependence upon race at Emerson and toward more dependence upon race for the Riverside School Study sample. This suggests that Emerson children became more "color blind" with respect to the Brown pictures from first to third grade while the Riverside School Study children became more "color conscious."

The Brown female pictures were ranked as to "kindness" at the chance mean by the children of Emerson while the Riverside School Study children ranked these pictures as "less kind" than would have been expected from random rankings ($p < .005$). Again, responses of the children at Emerson indicated a more positive racial attitude than did the responses of the Riverside School Study children. An examination of the "happiness" rankings of the Brown female pictures indicated no differences between the Emerson and Riverside School Study children.

On the final measures, "most like me," "most like to be," and "most like for a friend," no significant differences between Emerson and Riverside School Study children were detected.

It does appear as though Emerson children have an edge over the Riverside School Study children in terms of racial attitudes. This is exemplified by the following facts.

1. White and Black male pictures were ranked as to "kindness" by Emerson children in a manner less dependent upon the race associated with the pictures than the same pictures ranked by the Riverside School Study children. (Figure 1)

2. Brown male pictures ranked as to "kindness" showed an improvement from first to third grade measurements when ranked by Emerson children, but a deterioration in ranking when ranked by Riverside School Study children. (Figure 2)

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[1] It should be noted that less than 3 per cent of the children at Emerson are Mexican-American.

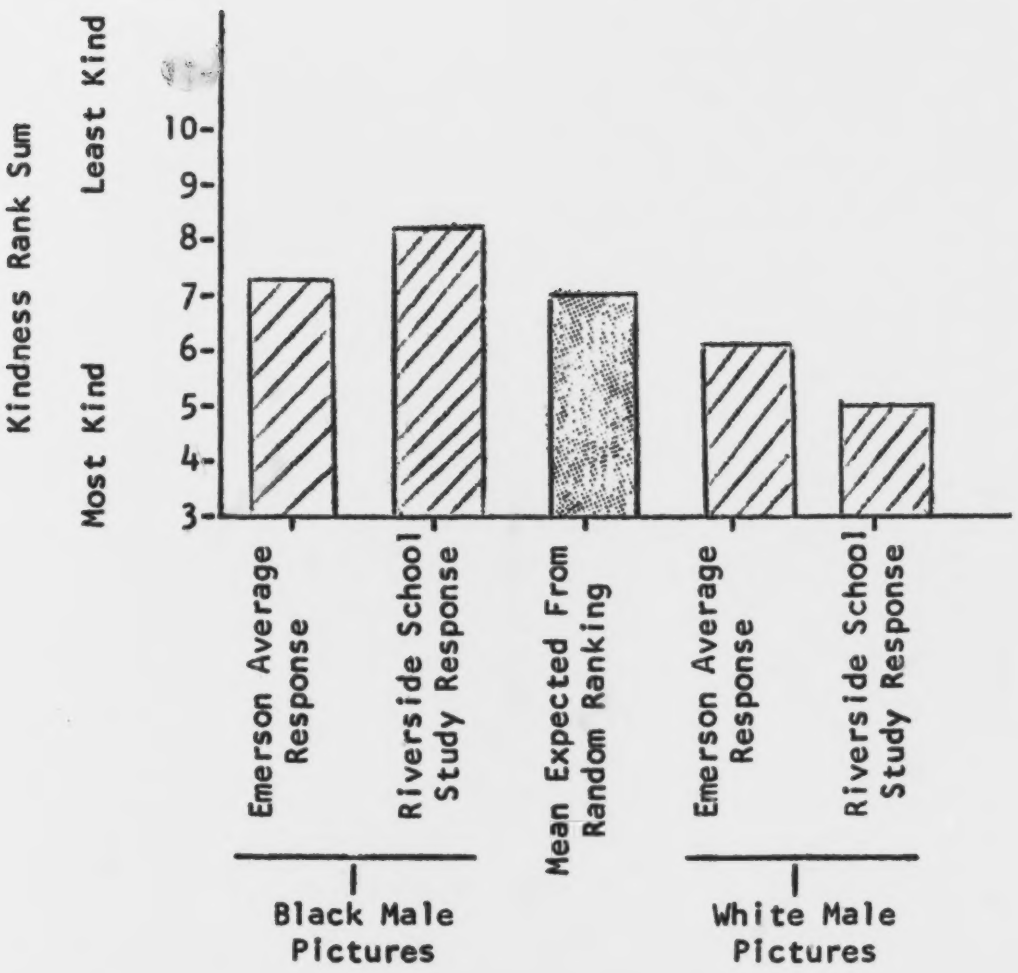

Fig. 1.--Mean of summed rankings of "kindness" of Black and White male pictures by Emerson and Riverside School Study children.

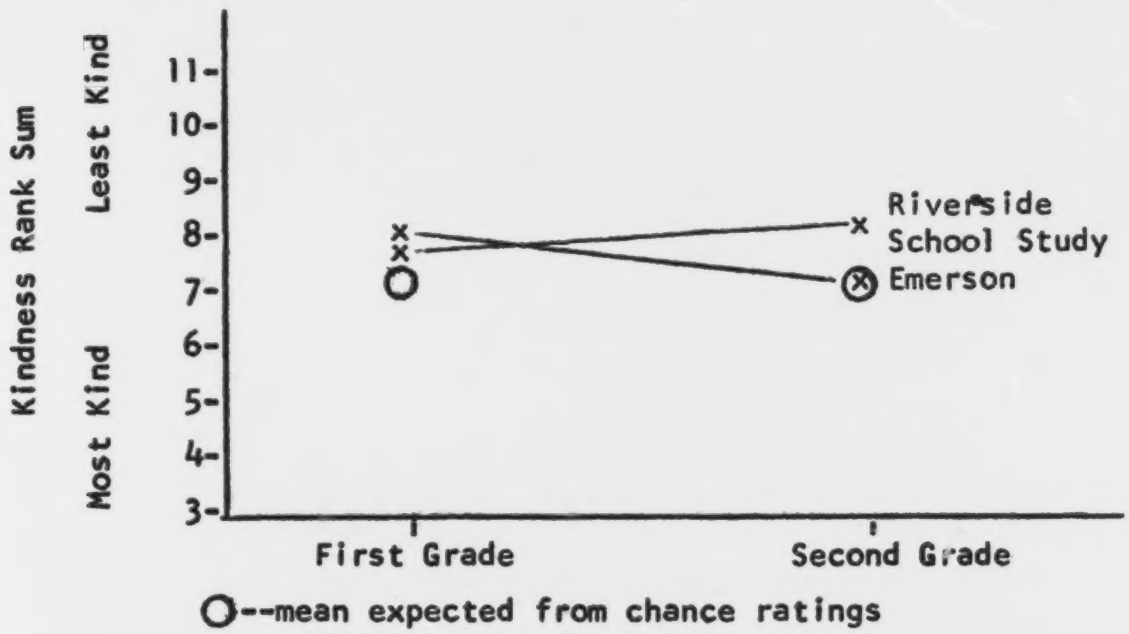

Fig. 2.--Mean of summed rankings of "kindness" of Brown male pictures by Emerson and Riverside School Study children.

3. White and Black male pictures were ranked as to "happiness" by Emerson children in a manner less dependent upon the race associated with the pictures than the rankings by Riverside School Study children. (Figure 3)

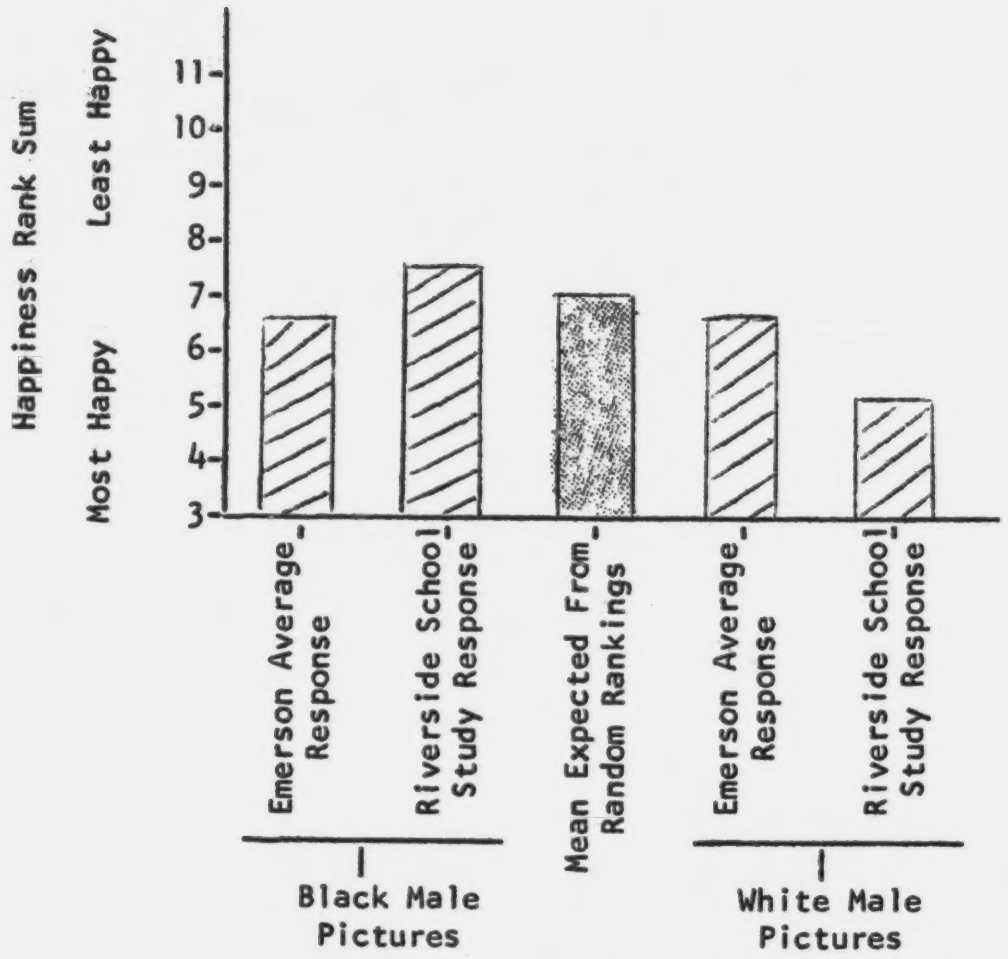

Fig. 3.--Mean of summed rankings of "happiness" of Black and White male pictures by Emerson and Riverside School Study children.

4. Brown male pictures were ranked rather low in "happiness" both by Emerson and Riverside School Study first graders. This low ranking was maintained in the third grade by the Riverside School Study children but the Emerson children by the third grade ranked these pictures as "happier" than would have been expected from a random ranking. (Figure 4)

5. White female pictures were ranked similarly by Riverside School Study and Emerson children on the "kindness" rankings. On "happiness" these pictures were ranked near the mean expected from random rankings in the first grade by Riverside School Study children. By the third grade these children were ranking in a manner dependent upon the race

associated with the pictures. The responses of the Emerson children were in the opposite direction. Their first grade responses were dependent upon the race associated with the pictures, but by third grade this dependence was no longer apparent. (Figure 5) Thus, the trend from first to third grade in these responses is toward "color consciousness" for the Riverside School Study children and toward "color blindness" for the Emerson children.

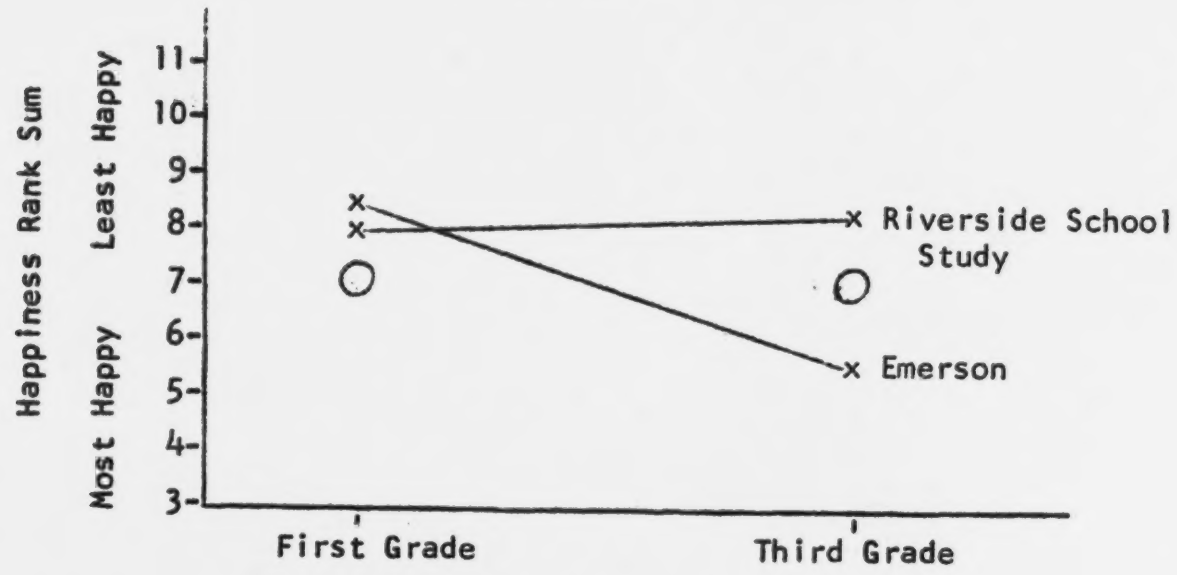

Fig.4.--Mean of summed rankings of "happiness" of Brown male pictures by Emerson and Riverside School Study children.

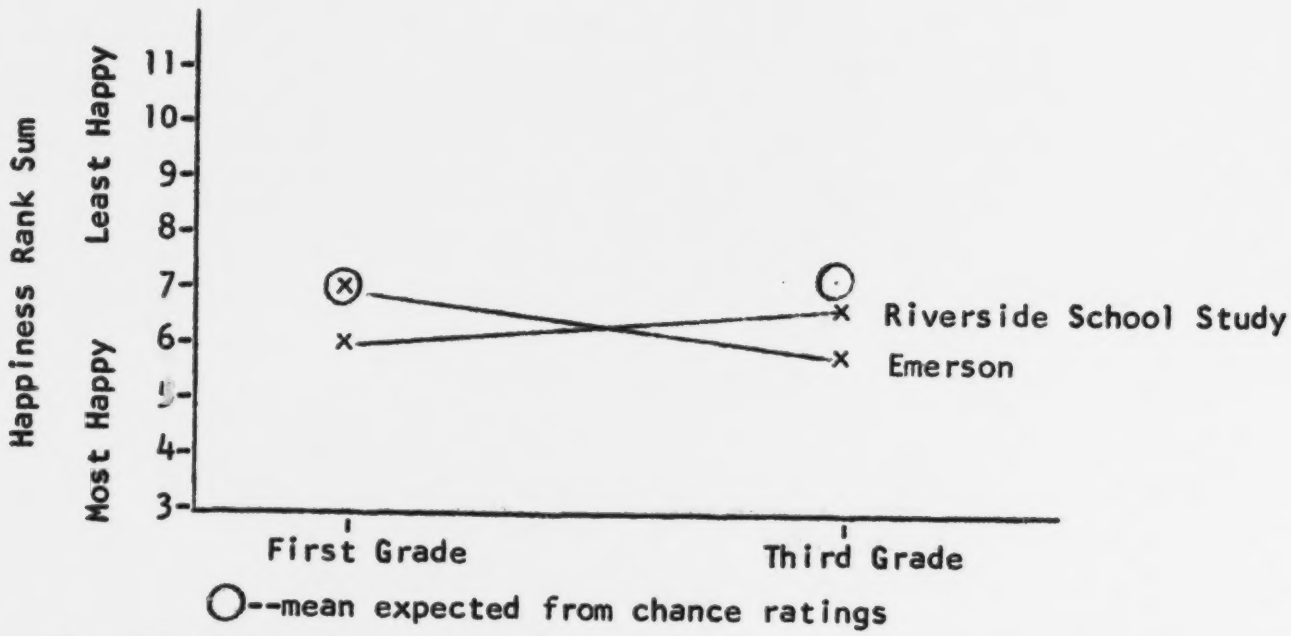

Fig. 5.--Mean of summed rankings of "happiness" of White female pictures by Emerson and Riverside School Study Children.

6. Brown female pictures were ranked as to "kindness" in a manner independent of the race associated with the pictures by Emerson children and a manner dependent upon race by Riverside School Study children. (Figure 6)

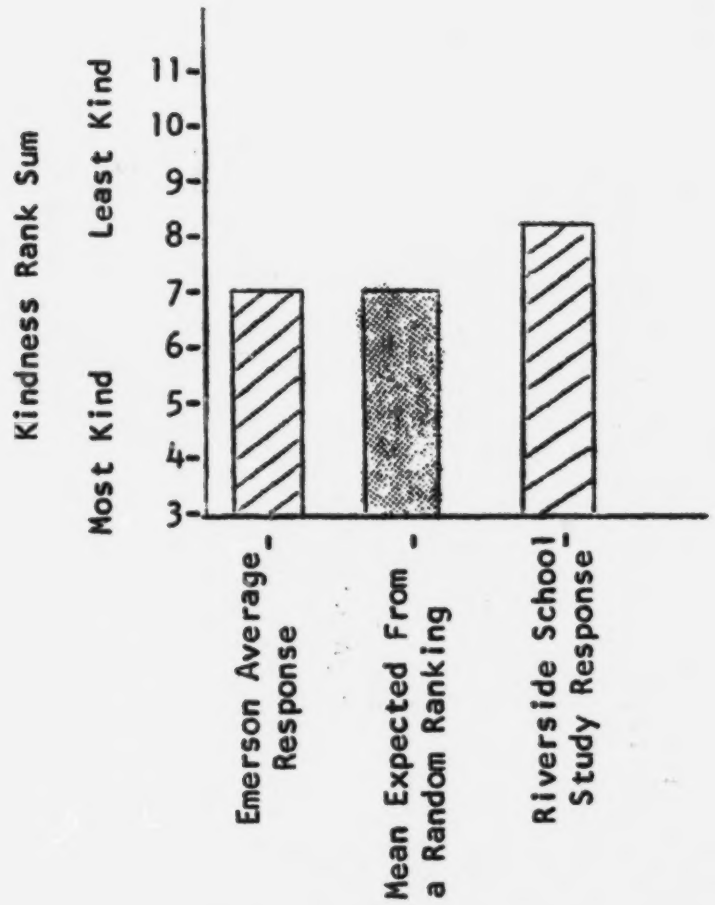

Fig. 6.--Mean of summed rankings of "kindness" of Brown male pictures by Emerson and Riverside School Study children.

Balanced against these facts in support of the hypothesis that "color blindness" is more pronounced at Emerson were the responses to the female Negro pictures. Here, the responses of Emerson children as to "kindness" indicated a much stronger dependence upon race than did the responses of the Riverside School Study children. Furthermore, the growth in positive responses from first to third grade favored the Riverside School Study group. It is believed that this observance is an artifact restricted to Emerson School as it was at the time these measurements were obtained.

Thus, the children of Emerson did show less dependence upon race as a factor in ranking the ethnic pictures than did the children of the Riverside School Study, with the exception of the Black female pictures. Presumably, this implies that Emerson primary children maintain more positive attitudes

toward race, whether Black, White, or Brown, than did the primary children of the Riverside School Study.

Other information tangential to the aforementioned measures was obtained as a by-product of the analyses. These findings are now presented.

The findings associated with sex indicated that:

1. Males had less "general anxiety" than did females ($p<.01$).

2. Female rankings were more positive than male rankings as to the "happiness" of the Black male pictures ($p<.05$). However, the rankings straddled the mean expected from chance, and neither group, male or female, differed greatly from that mean.

3. Females of the study ranked the White male pictures as to "happiness" closer to the mean expected from random rankings than did the males of the study ($p<.05$).

4. Females of the study ranked the White female pictures as to "happiness' closer to the mean expected from random ratings than did the males ($p<.03$).

The findings associated with ethnicity indicated that where significant differences existed between the rankings of the ethnic pictures by Blacks and the rankings by Whites, the differences favored the Black raters. That is, the Black children were more "color blind" than were the Whites with respect to the rankings of the ethnic pictures. Significant differences were found in the "happiness" rankings of the Brown male pictures ($p<.001$), the "happiness" and "kindness" rankings of the White male ("happiness," $p<.075$; "kindness," $p<.05$) and female ("happiness," $p<.01$; "kindness," $p<.015$) pictures, and the "kindness" rankings of the Black female pictures ($p<.02$).

7. <u>What effect, if any, did the Third Culture Curriculum have on teacher behavior ratings of their students?</u>

The behavior ratings were not taken at Emerson in 1969: thus, the results of this section were obtained from a sample of 1967 kindergartners and first graders.

Teacher ratings of children in the Emerson-Riverside School Study include an 18 item general behavior rating, a 55 item semantic differential of student behavior, and a 71 item behavior rating of the children in hypothetical circumstances. Nine items of the general behavior ratings were selected as representative of behavior susceptible to modification through the Third Culture Curriculum. On the same basis, all the 55 items of the semantic differential and 35 items of the circumstantial behavior ratings were selected. The items and their associated scales may be found in Appendix A.

A multivariate test of significance showed no difference between the Emerson and Riverside School Study children on the selected 9 items of the

general behavior ratings: (1) "interest in tasks," (2) "anxiety," (3) "self-confidence," (4) "effort displayed," (5)"attention," (6) "impulsivity," (7) "hostility," (8) "initiative," and (9) "lovability."

To simplify the rest of the selected data for statistical analysis, a factor analysis of the semantic differential and another of the circumstantial classroom behavior ratings were conducted. The number of factors generated in each case was determined by the number of factors accounting for at least 5 per cent of the variability in the measurements. "Agressive Behavior Orientation," "Sociability," "Achievement Orientation," and "Anxiety" were the factors[1] identified with the semantic differential behavior ratings, and "Lethargy," "Mischievous Behavior," "Noninvolvement," "Attentiveness," and "Nondisruptive Disinterest" were the factors identified with the circumstantial behavior ratings.

The resulting simplicity accomplished through factor analysis is obvious. In examining the semantic differential, only four factors need be considered. Without the factors, the multivariate analysis of the 55 items would be formidable indeed. The same observation is inescapable concerning the analysis of the 35 items selected from the circumstantial class behavior ratings.

A 2x2x2x2 analysis of variance using grade (1967 kindergarten and first grade), sex, ethnicity (Negro and Anglo), and the source of the sample (Emerson or Riverside School Study children) as independent variables was conducted on the factor scores associated with each factor. This procedure maintains the chosen alpha levels for all appropriate comparisons since the factors obtained through an orthogonal rotation are independent.

The results of the analyses of the semantic differential follow.

On Factor I, "Aggressive Behavior Orientation," no significant difference was detected between the Emerson and Riverside School Study children. There were however, differences associated with ethnicity. In general, Black children were perceived by their teachers as more "aggressive" than White children ($p < .01$). Furthermore, first grade Blacks were perceived as more "aggressive" than kindergarten Blacks. The opposite was true of the teacher ratings of White children (interaction, $p < .05$).

On Factor II, "Sociability," the Black female children at Emerson were perceived as much less "sociable" than were the other children of Emerson and the Riverside School Study (interaction, $p < .05$). It will be noted later in this paper that any comparison of groups on this factor is invalid.

On Factor III, "Achievement Orientation," the Emerson children were perceived as more achievement oriented than were the Riverside School Study children ($p < .06$). Furthermore, White children were perceived as more "Achievement oriented" than were the Blacks ($p < .10$).

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[1] The factors, the items loading substantially on the factors, and their basic content may be found in Appendix B.

On Factor IV, "Anxiety," Emerson children were perceived as less "anxious" than were the children of the Riverside School Study ($p<.025$).

The findings of the analyses of factor scores associated with the circumstantial behavior ratings follow.

On Factor I, "Lethargy," Whites were perceived as more "lethargic" than Blacks by the teachers of the Riverside School Study sample children. The opposite was true of teacher perceptions at Emerson (interaction $p<.10$).

On Factor II, "Mischievous Behavior," Emerson first graders were perceived as more "mischievous" than kindergartners. The opposite was true of teacher perceptions associated with the Riverside School Study sample children (interaction $p<.001$). Not surprising, perhaps, was the finding that males were perceived as more "mischievous" than females ($p<.025$). Furthermore, the Black males were perceived as even more "mischievous" than the White males.

On Factor III, "Noninvolvement," the Riverside School Study children were characterized more by "noninvolvement" than were the Emerson children ($p<.05$). In addition, first graders were more characterized by "noninvolvement" than were kindergartners ($p<.01$). Comparison of groups on this factor is invalid, as will be noted later.

On Factor IV, "Attentiveness," Emerson children were perceived as more "attentive" than Riverside School Study children ($p<.04$). In addition, first graders were perceived as more "attentive" than kindergartners ($p<.01$) and Whites were perceived as more "attentive" than Blacks ($p<.025$).

On Factor V, "Nondisruptive Disinterest," first graders were more characterized by "nondisruptive disinterest" than were kindergartners ($p<.005$), and Blacks were more characterized by this factor than were Whites ($p<.075$).

Information pertaining to sex and ethnicity suggests that kindergartners were more "attentive," more "involved" and less characterized by "nondisruptive disinterest" than were first graders. Blacks were characterized more by "aggressive" behavior and "nondisruptive disinterest" than were Whites, while the Whites were characterized more by "achievement orientation" and "attentiveness."

It may be further noted that Emerson children were characterized by their teachers as (1) more "achievement oriented," (2) less "anxious," (3) more "involved" (invalid), and (4) more "attentive" than were the Riverside School Study children. These differences are effects which may be attributed to the Third Culture Curriculum or some other characteristic associated with Emerson. The disturbing fact is that these differences may be due to a difference in perceptions used by Emerson and Riverside School Study teachers to rate these children.

Knowing that differences on behavior ratings associated with Emerson and Riverside School Study children may exist as a result of d[illegible]nt perceptions of what is being measured is, perhaps, a difficult p[illegible]o work with.

However, it can be examined through factor analysis.

If the Emerson and the Riverside School Study groups are analyzed separately, the factor patterns of each can be compared. If the same factors appear as a result of the analyses and if the factor loadings (item correlations with the factors) are of approximately the same magnitude, there would be good reason to believe that the Emerson and Riverside School Study teachers do not differ appreciably in their perceptions of what is being measured. On the other hand, if different sets of factors are obtained from each analysis, there is good reason to believe that the perceptions of what is being measured is different for the Emerson and the Riverside School Study teachers.

The factor analyses have been performed, and on the semantic differential, three of the original four factors have been identified in both the Emerson and the Riverside School Study analyses.[1] They are: "Achievement Orientation," "Aggressive Behavior Orientation," and "Anxiety." The "Sociability" factor was identified in the Riverside School Study analysis but was replaced by an "Action Orientation" factor in the Emerson analysis. What this suggests is that perceptions of Emerson and Riverside School Study teachers do not fundamentally differ on "Aggressive Behavior Orientation," "Achievement Orientation," and "Anxiety" but that the "Sociability" dimension disintegrates in the face of separate factor analyses. Thus, comparisons between Emerson and Riverside School Study teacher behavior ratings of children may be legitimate for three of the original semantic differential factors, but the "Sociability" factor comparisons may not legitimately be used.

One problem that casts a shadow of doubt upon the findings associated with the "Anxiety" factor must be noted. The item loadings on the "Anxiety" factors were exactly opposite in sign for all substantial (above .50) Emerson and Riverside School Study loadings. This suggests that the poles of the bipolar "Anxiety" factor associated with Emerson were reversed for the Riverside School Study sample. It is as though every item on the semantic differential with substantial loadings on the "Anxiety" factor were reversed for either the Emerson or the Riverside School Study raters. This possibility has been checked and negative results obtained. There is no evidence that the semantic differential was reversed for either group. Unfortunately, no other reasonable alternative hypothesis has revealed itself. Thus, the reader must decide for himself what to make of the situation.

On the circumstantial behavior ratings, four of the five factors originally identified appeared again in both the Emerson and Riverside School Study factor analyses. The other factor, "Noninvolvement," showed itself only in the Emerson analysis and was replaced by a factor identified as "Day Dreaming" in the Riverside School Study analysis. This suggests that perceptions of Emerson and Riverside School Study teachers do not significantly differ with respect to the "Lethargy," "Mischievous Behavior," "Attentiveness," and

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[1] The factors and their loadings may be found in Appendix B.

"Nondisruptive Disinterest" factors. As a result, comparisons of the Emerson and Riverside School Study samples, on the appropriate factors, may be made with confidence that the same types of behavior are being compared. On the other hand, no confidence is justified in the comparison of the Emerson and Riverside School Study sample on the "Noninvolvement" factor.

Summary

In summary, the responses of Emerson children displayed (1) less "general anxiety," (2) more positive "perceptions of others' attitude toward self," (3) more positive "self-attitudes," and (4) more positive attitudes toward race, whether Black, Brown or White, than did the children of the Riverside School Study. In addition, Emerson children were characterized by their teachers as (1) more "achievement oriented," (2) less "anxious," and (3) more "attentive" than were the Riverside School Study children. Thus, an effect due to characteristics associated with Emerson is evident. This effect may be due to the Third Culture Curriculum, to other characteristics of the school, or to student characteristics associated with home backgrounds, or it may be due to some efficacious combination of these characteristics. If the findings associated with Emerson School are found in other dissimilar settings where the Third Culture Curriculum is in use, the effect may be considered to be due to the effects of the special curriculum--not by other extraneous circumstances--with greater confidence.

Information tangential to the study suggssted that male primary pupils were less "anxious" than their female counterparts, and that in certain circumstances female rankings of the ethnic pictures tended to be less dependent upon the "color" associated with the pictures than did the rankings of males. Furthermore, Blacks appeared to have a more positive "racial attitude" than did the Whites.

APPENDIX A

Behavioral Rating Instruments

ITEMS USED IN THIS STUDY TAKEN FROM

TEACHER'S STANDARDIZED BEHAVIORAL RATINGS SCHEDULE

CASE NO. _____ Col. 1-5

NAME: _____

GRADE: _____

SCHOOL: _____

TEACHER: _____

DATE: _____
Mo. Day Year

		Col.
Self Confidence		12
4%-1	Painful uncertainty	
7%-2		
12%-3	Inclined to distrust own ability	
17%-4		
20%-5	Somewhat confident	
17%-6		
12%-7	Rather self confident and assured	
7%-8		
4%-9	Extremely self confident	

Interest in Tasks		6
4%-1	Completely uninterested	
7%-2		
12%-3	Lack of interest	
17%-4		
20%-5	Adequate amount of interest shown	
17%-6		
12%-7	Definitely interested	
7%-8		
4%-9	Enthusiastic	

Effort Displayed		14
4%-1	Lackadaisical, indifferent	
7%-2		
12%-3	Works perfunctorily	
17%-4		
20%-5	Strives for success	
17%-6		
12%-7	Works diligently	
7%-8		
4%-9	Expends maximum effort	

Anxiety		7
4%-1	Extremely ill at ease	
7%-2		
12%-3	Rather anxious and poorly poised	
17%-4		
20%-5	Average Social Confidence	
17%-6		
12%-7	Better than average social confidence	
7%-8		
4%-9	Completely at ease	

Attention		15
4%-1	Almost impossible to get and hold attention	
7%-2		
12%-3	Easily distracted	
17%-4		
20%-5	Moderately attentive	
17%-6		
12%-7	Relatively undisturbed by external stimuli	
7%-8		
4%-9	Oblivious to external stimuli	

	Col.
Impulsivity	16
4%-1 Extreme restraint of own actions	
7%-2	
12%-3 Strong self-control	
17%-4	
20%-5 Average self restraint	
17%-6	
12%-7 Poor inhibition of impulse	
7%-8	
4%-9 Highly impulsive - no inhibition	

	Col.
Initiative	18
4%- No initiative at all - must be pushed or led	
7%-2	
12%-3 Must be encouraged	
17%-4	
20%-5 Moderate initiative	
17%-6	
12%-7 Takes lead	
7%-8	
4%-9 Takes initiative away from others, takes over	

	Col.
Hostility	17
4%-1 No evidence of dislike	
7%-2	
12%-3 Sporadic expressions of hostility	
17%-4	
20%-5 Some evidence of hostility	
17%-6	
12%-7 Many hostile feelings expressed	
7%-8	
4%-9 Highly hostile toward anyone	

	Col.
Lovability (characteristic of winning like of adults)	20
4%-1 Incurs dislike - hard to enjoy or like	
7%-2	
12%-3 Not easy to like, to stay with	
17%-4	
20%-5 Winning, incurs average lovability, enjoy - ability for sex and age	
17%-6	
12%-7 Very lovable, enjoyable, winning	
7%-8	
4%-9 Highly winning, lovable - one enjoys being in person's company	

SEMANTIC DIFFERENTIAL

BEHAVIOR CHECKLIST

Col.

Instructions: Below is a series of descriptive scales for rating children of different ethnic backgrounds. Rate each type of child on each scale by placing an X on that point on the line which most nearly describes how you feel. If you think the child is extreme on that characteristic, use one of the end points. If you think the child is moderate on that characteristic use one of the middle points. Be sure to rate each type of child on all of the 11 scales. Of course, there are no right or wrong answers. Work at a fairly high speed throughout this section. Do not worry or puzzle over individual items. We want your first impressions, your immediate "feeling" about the items.

Extroverted	___:___:___:___:___:___:___	Introverted	23 ____
Cruel	___:___:___:___:___:___:___	Kind	24 ____
Dull-minded	___:___:___:___:___:___:___	Intelligent	25 ____
Disorderly	___:___:___:___:___:___:___	Neat	26 ____
Loving	___:___:___:___:___:___:___	Not loving	27 ____
Fearful	___:___:___:___:___:___:___	Not fearful	28 ____
Consistent	___:___:___:___:___:___:___	Inconsistent	29 ____
Unsociable	___:___:___:___:___:___:___	Sociable	30 ____
Not demanding	___:___:___:___:___:___:___	Demanding	31 ____
Slow	___:___:___:___:___:___:___	Quick	32 ____
Obedient	___:___:___:___:___:___:___	Disobedient	33 ____
Curious	___:___:___:___:___:___:___	Uninquiring	34 ____
Prone to anger	___:___:___:___:___:___:___	Not prone to anger	35 ____
Boring	___:___:___:___:___:___:___	Interesting	36 ____
Cold	___:___:___:___:___:___:___	Warm	37 ____
Honest	___:___:___:___:___:___:___	Dishonest	38 ____
Stable	___:___:___:___:___:___:___	Fluctuating	39 ____
Weak-willed	___:___:___:___:___:___:___	Strong-willed	40 ____
Helping	___:___:___:___:___:___:___	Not helping	41 ____
Formed	___:___:___:___:___:___:___	Formless	42 ____
Soft	___:___:___:___:___:___:___	Hard	43 ____
Free from guilt	___:___:___:___:___:___:___	Guilt-ridden	44 ____
Colorful	___:___:___:___:___:___:___	Colorless	45 ____

Teacher's Ratings of Children
Behavior Checklist (2)

			Col.
Difficult to discipline	___:___:___:___:___:___:___	Easy to discipline	46 ___
Self confident	___:___:___:___:___:___:___	Subjectively inferior	47 ___
Obstructive	___:___:___:___:___:___:___	Cooperative	48 ___
Able to concentrate	___:___:___:___:___:___:___	Subject to distraction	49 ___
Attention avoiding	___:___:___:___:___:___:___	Attention seeking	50 ___
Deep	___:___:___:___:___:___:___	Shallow	51 ___
Tense	___:___:___:___:___:___:___	Relaxed	52 ___
Dependent	___:___:___:___:___:___:___	Independent	53 ___
Noisy	___:___:___:___:___:___:___	Quiet	54 ___
Likes School	___:___:___:___:___:___:___	Dislikes school	55 ___
Anxious	___:___:___:___:___:___:___	Nonchalant	56 ___
Disorganized	___:___:___:___:___:___:___	Organized	57 ___
Prone to tantrums	___:___:___:___:___:___:___	Not prone to tantrums	58 ___
Good memory	___:___:___:___:___:___:___	Poor memory	59 ___
Placid	___:___:___:___:___:___:___	Nervous	60 ___
Adjusted	___:___:___:___:___:___:___	Maladjusted	61 ___
Secretive Keeps his thoughts and feelings to himself. Often leaves others puzzled as to the motives for his actions.	___:___:___:___:___:___:___	Frank Comes out readily with his real feelings on various questions, so that others know where they stand with him.	62 ___
Patient Can wait, without complaint if his wishes aren't immediately satisfied.	___:___:___:___:___:___:___	Impatient Wants his desires satisfied immediately. Frets and complains if his wishes are not satisfied right away.	63 ___
Prone to worry Concerned about the past and the future. Worries a great deal.	___:___:___:___:___:___:___	Happy-go-lucky Lives completely in the present. Hasn't a care in the world.	64 ___
Persevering Sees jobs through in spite of difficulties, distractions, or temptations. Finishes what he starts	___:___:___:___:___:___:___	Quitting Easily distracted and led from main purposes by stray impulses or external difficulties. Gives up easily.	65 ___

Teacher's Ratings of Children
Behavior Checklist (3)

Energetic Vigorous, quick, forceful, active, full of pep.	___:___:___:___:___:___:___	Languid Lacks vigor. Sluggish, slow, inert, inactive.	66 ___
Aloof Tends to be indifferent to, and to ignore others. "Standoffish." Does not make friends easily.	___:___:___:___:___:___:___	Friendly Attentive to others. Makes friends easily and quickly. Interested in the concerns of others.	67 ___
Irritable Gets angry when others trespass on property or other rights. Inclined to make unpleasant remarks and to be "nasty," even with slight provocation.	___:___:___:___:___:___:___	Good-natured Does not mind when others use his property, time, or capacities. Does not become angry or irritated unless provocation is great.	68 ___
Calm Shows few signs of emotional excitement of any kind. Remains calm in dispute, danger, social hilarity, etc.	___:___:___:___:___:___:___	Emotional Excitable, laughs, cries, shows affection, anger, all emotions to excess, even when provocation is slight.	69 ___
Cautious Carefully considers all aspects of any situation before he enters it. Avoids the strange, new and different. Timid.	___:___:___:___:___:___:___	Bold Eager to experiment and try new things. Explores. Rushes without care into new experience situations emergencies, adventures.	70 ___
Cheerful Laughs a lot. Exuberantly joyous at times. Enjoys life and shows his feelings about it.	___:___:___:___:___:___:___	Morose Seldom laughs. Never seems truly overjoyed about anything. Has a gloomy outlook toward life.	71 ___
Assertive Leads, shows others how to do things. Dominant "bossy," authoritarian.	___:___:___:___:___:___:___	Submissive Follows the lead of others. Gives in easily. Lets others have their way.	72 ___
Irresponsible Has little sense of responsibility to others. Cannot be counted on to complete duties or to fulfill promises.	___:___:___:___:___:___:___	Responsible Has a strong sense of responsibility to others. Can be depended on to take care of assigned duties, to follow through on promises.	73 ___

Teacher's Ratings of Children
Behavior Checklist (4)

Col.

Sociable ___:___:___:___:___:___:___ Self-contained 74 ____
Likes to be with others. Seeks people out for the sake of company. Dislikes being alone.

Prefers solitary activities. Seems content to be alone. Seldom seeks the company of others.

Jealous ___:___:___:___:___:___:___ Not Jealous 75____
Disturbed when others get attention or notice. Begrudges the achievement of others.

Is not upset when others get attention or notice. Maintains positive attitude toward others even when they outdo him.

Col.

Case # _____ 1-5

Scrupulous ___:___:___:___:___:___:___ Unscrupulous 6____
Guided by principles of truth, honesty, justice. Conscientiously upright where personal desires conflict with principles.

Rather careless about right and wrong where his own wishes are concerned. Not particularly just, fair or honest.

Suspicious ___:___:___:___:___:___:___ Trusting 7____
Inclined to believe that others have ulterior motives for their actions and remarks. May believe that others dislike him and are trying to do him harm.

Inclined to take what others say and do at face value. Generally believes that others like him and treat him properly.

CIRCUMSTANTIAL BEHAVIOR RATINGS

Instructions: In the following circumstances, please rate the child as to how often he acts in the described way, by placing an X in that box which most nearly describes him.

	All the Time	Some of Time	Seldom	Never	Col
THE TEACHER IS READING THE CLASS A STORY. THE CHILD BEING RATED WOULD:					
Appear to sleep or rest with head on desk.					1
Be alert and attentive.					2
Day dream, be bored or appear so. Doesn't disturb class.					3
Disturb class with mischievous activities.					4
Appear uninterested in activity; without disturbing class engages in activity meaningful to him.					5
THE TEACHER IS LEADING A DISCUSSION PERIOD ABOUT SOCIAL STUDIES, CURRENT EVENTS OR IN LOWER GRADES SOMETHING LIKE "SHOW AND TELL." THE CHILD BEING RATED WOULD:					
Appear to sleep or rest with head on desk.					6
Ask questions, contribute to discussion or manifest desire to do so.					7
Day dream, be bored or appear so. Doesn't disturb class.					8
Disturb class with mischievous activities.					9
Appear uninterested in activity; without disturbing class engages in activity meaningful to him.					10

CHILDREN ARE SEATED ENGAGED IN INDIVIDUAL ARITHMETIC OR NUMBER ACTIVITIES, e.g., WORKBOOK, TEXTBOOK, NUMBER OR ARITHMETIC GAMES. THE CHILD BEING RATED WOULD:

Co

	All the Time	Some of Time	Seldom	Never	
Appear to sleep or rest with head on desk.					11
Do the work expected and seek help if he needs it.					12
Day dream, be bored or appear so. Doesn't disturb class.					13
Disturb class with mischievous activities.					1
Appear uninterested in activity; without disturbing class engages in activity meaningful to him.					1

TEACHER IS TALKING TO CLASS, INTRODUCING NEW UNIT OF WORK. THE CHILD BEING RATED WOULD:

Appear to sleep or rest with head on desk.					16
Ask questions, contribute to discussion or manifest desire to do so.					17
Day dream, be bored or appear so. Doesn't disturb class.					18
Disturb class with mischievous activities.					19
Appear uninterested in activity without disturbing class engages in activity meaningful to him.					20

CHILDREN ARE SEATED ENGAGED IN INDIVIDUAL LANGUAGE ARTS, OR READING ACTIVITIES, e.g. TEXTBOOK, WORKBOOKS, READING GAMES, PROGRAMMED MATERIALS, ETC. THE CHILD BEING RATED WOULD:

	All the Time	Some of Time	Seldom	Never	Col.
Appear to sleep or rest with head on desk.					21
Do the work expected and seek help if he needs it.					22
Day dream, be bored or appear so. Doesn't disturb class.					23
Disturb class with mischievous activities.					24
Appear uninterested in activity; without disturbing class engages in activity meaningful to him.					25

TEACHER HAS GIVEN CHILDREN TIME TO QUIETLY PURSUE ACTIVITIES OF THEIR OWN CHOICE, e.g., READING, DRAWING, COLORING, ETC. THE CHILD BEING RATED WOULD:

Appear to sleep or rest with head on desk.					26
Engage in chosen activity and seek help if he needs it.					27
Day dream, be bored or appear so. Doesn't disturb class.					28
Disturb class with mischievous activities.					29
Appear uninterested in any activity without disturbing class. Does nothing.					30

TEACHER IS USING BLACKBOARD TO EXPLAIN OR CLARIFY SUBJECT MATTER, THE CHILD BEING RATED WOULD:

	All the Time	Some of Time	Seldom	Never	Col.
Appear to sleep or rest with head on desk.					31
Ask questions, contribute to discussion or manifest desire to do so.					32
Day dream, be bored or appear so. Doesn't disturb class.					33
Disturb class with mischievous activities.					34
Appear uninterested in activity; without disturbing class engages in activity meaningful to him.					35

APPENDIX B

Factors of the Semantic Differential and the Circumstantial Behavior Ratings

THE FACTORS ASSOCIATED WITH THE SEMANTIC DIFFERENTIAL OF THE BEHAVIOR RATINGS

Factor I:[1] Aggressive Behavior Orientation

Item	Loading	Content
2	-0.861	cruel--kind
24	-0.845	difficult--easy to discipline
26	-0.838	obstructive--cooperative
13	-0.826	prone--not prone to anger
54	0.777	scrupulous--unscrupulous
46	-0.757	irritable--good-natured
11	0.745	obedient--disobedient
55	-0.721	suspicious--trusting
32	-0.700	noisy--quiet
41	0.694	patient--impatient
16	0.692	honest--dishonest
36	-0.685	prone--not prone to tantrums
21	0.677	soft--hard
53	-0.651	jealous--not jealous
19	0.587	helping--not helping
15	-0.586	cold--warm
47	0.577	calm--emotional
39	0.559	adjusted--maladjusted
5	0.545	loving--not loving
4	-0.527	disorderly--neat
9	0.523	not demanding--demanding
28	0.504	attention avoiding--attention seeking

Factor II. Sociability

Item	Loading	Content
52	-0.768	sociable--self-contained
8	0.751	unsociable--sociable
1	-0.728	extroverted--introverted
45	0.723	aloof--friendly
49	-0.701	cheerful--morose
40	0.663	secretive--frank
44	-0.599	energetic--languid
12	-0.588	curious--uninquiring
15	0.586	cold--warm
5	-0.577	loving--not loving
23	-0.560	colorful--colorless
33	-0.559	likes school--dislikes school
14	0.541	boring--interesting
9	0.527	not demanding--demanding
48	0.526	cautious--bold

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[1] It is important to realize that the factor names are only suggestive of the factor content; thus, other names may be as appropriate.

Factor III. Achievement Orientation

Item	Loading	Content
3	-0.815	dull-minded--intelligent
10	-0.792	slow--quick
27	0.782	able to concentrate--subject to distraction
37	0.738	good memory--poor memory
35	-0.731	disorganized--organized
29	0.699	deep--shallow
20	0.692	formed--formless
14	-0.669	boring--interesting
18	-0.657	weak willed--strong willed
43	0.647	persevering--quitting
31	-0.644	dependent--independent
51	-0.598	irresponsible--responsible
7	0.551	consistent--inconsistent
17	0.542	stable--fluctuating
25	0.541	self-confident--subjectively inferior
44	0.531	energetic--languid
12	0.521	curious--uninquiring

Factor IV. Anxiety

Item	Loading	Content
34	0.720	anxious--nonchalant
30	0.706	tense--relaxed
42	0.692	prone to worry--happy-go-lucky
38	-0.600	placid--nervous
6	0.514	fearful--not fearful

FACTORS ASSOCIATED WITH THE CIRCUMSTANTIAL BEHAVIOR RATINGS

Factor I. Lethargy

Item	Loading	Content	Scale: All the time--never
		Circumstance	Rated Activity
31	0.846	Teacher at blackboard explaining	Child sleeping or resting
16	0.815	Teacher introducing new µnit	" " " "
6	0.808	Teacher leading Social Studies discussion	" " " "
21	0.758	Individual language arts or reading	" " " "
11	0.713	Individual arithmetic activities	" " " "
26	0.657	Activities of own choice	" " " "
1	0.608	Teacher reading story	" " " "

Factor II. Mischievous Behavior

Item	Loading	Content	
		Circumstance	Rated Activity
4	0.900	Teacher reading story	Mischievous activities
24	0.890	Individual language arts or reading	" "
19	0.887	Teacher introducing new unit	" "
29	0.861	Activities of own choice	" "
14	0.824	Individual arithmetic activities	" "
9	0.768	Teacher leading Social Studies discussion	" "
34	0.743	Teacher explaining at blackboard	" "

Factor III. Non-Involvement

Item	Loading	Content	
		Circumstance	Rated Activity
28	0.735	Activities of own choice	Child bored
30	0.636	Activities of own choice	Child nondisruptive disinterest

27	-0.628	Activities of own choice	Child seeks help if needed
15	0.549	Individual arithmetic activities	Child uninterested in arithmetic. Does own thing
12	-0.519	Individual arithmetic activities	Child seeks help if needed
13	0.508	Individual arithmetic activities	Child bored
26	0.508	Activities of own choice	Child sleeping or resting

Factor IV. Attentiveness

Item	Loading	Content	
		Circumstance	Rated Activity
32	-0.874	Teacher explaining at blackboard	Child makes contribution
17	-0.760	Teacher introducing new unit	" " "
7	-0.755	Teacher leading social studies discussion	" " "
22	-0.712	Individual language arts or reading	Child seeks help if needed
12	-0.618	Individual arithmetic activities	" " " " "
23	0.530	Individual language arts or reading	Child bored
2	-0.501	Teacher reading a story	Child alert and attentive

Factor V. Nondisruptive Disinterest

Item	Loading	Content	
		Circumstance	Rated Activity
10	0.783	Teacher leading social studies discussion	Child exhibits nondisruptiv disinterest
20	0.737	Teacher introducing new unit	"
35	0.702	Teacher explaining at blackboard	"
5	0.613	Teacher reading story	"
15	0.601	Individual arithmetic activities	"